

**Joint Qualification Board  
for Test and Evaluation  
Key Leadership Positions**

Online Training Version  
August 2014

DON T&E  
Office  
DASN  
(RDT&E)



# Online Version

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- This presentation was originally developed as an online Virtual Training module using Go To Meeting
- It is being provided as computer-based training so that you can work through the information at your own pace
- Given the original platform of this brief, please note:
  - Questions on the material should first be directed to your Command/Activity T&E Lead/POC. If needed, then contact the DON T&E Office (DASD (RDT&E)) or DON DACM Office
  - The supporting notes in this brief will provide you more detailed “drill down” for each slide
- Live training and Virtual Training sessions are being offered by the DON T&E Office to the SYSCOM/OTA T&E Offices
  - This will provide an opportunity to address questions in real-time as part of a more extended discussion

# KLP Q-Board Training Goals

- Discuss the Joint Qualification Board (Q-Board) for T&E Key Leadership Positions (KLPs) pilot effort
- Understand how Q-Boards provide a pool of qualified, pre-screened personnel using a standardized process across the DOD and DON
- Understand how Q-Boards can provide for personnel career development and positive organizational impact
- Desired end goal for participants
  - Understand background and context
  - Understand value in your participation
  - Define follow-on actions

**Participate**

**Ask  
Questions**

**Consider  
Value**

# What We Will Cover Today

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- **Background**

- KLP Q-Boards defined
- Charge from leadership
- Chief Developmental Tester (CDT) Role

- **Value proposition**

- Career development
- Shows expertise
- Conveys commitment

- **Going forward**

- Roles and responsibilities
- Overview of the application process
- You are in the pool or grandfathered...now what?

# Background



# Charge From Leadership

- **Background & Context**

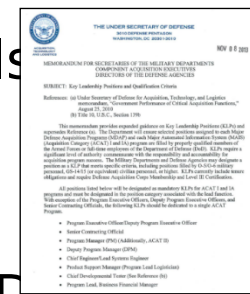
- OSD ATL Nov 8 Memo: KLP and Qualification Criteria
- DASD DT&E / DON T&E Memo: Call for T&E KLP Q-Boards
- Focus on acquisition professionals
- T&E is the pilot effort

- **T&E Q-Board Governance**

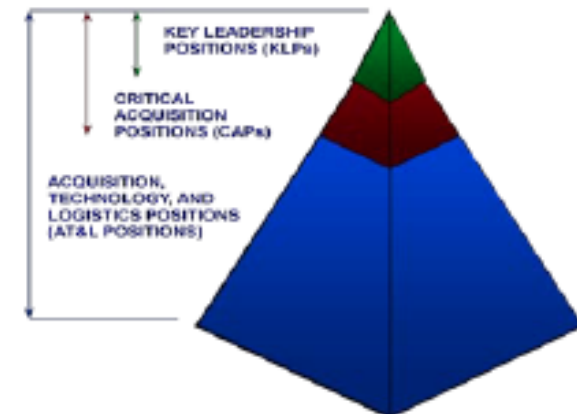
- Chaired and Governed by DASD DT&E
- OSD T&E Functional Lead
- Services Membership

- **KLP Q-Board Highlights**

- Performs as “Seal of Approval”
- Professional Credential
- No change to CDT KLP Selection Process



*Better Buying  
Power (BBP)  
2.0 - Improve  
the  
Professionalism  
of the Total  
Acquisition  
Workforce;  
Establish  
higher  
standards for  
KLPs*



***Q-Boards will be used to identify a pool of qualified personnel***

# Chief Developmental Tester (CDT) Role

## **Title 10 USC Section 139b and Interim DODI 5000.02 - Responsibilities of the Chief Developmental Tester**

- Coordinate planning, management and oversight of DT&E Activities
- Maintain insight into contractor T&E Activities
- Oversee T&E Activities of other participating government activities
- Help Program Managers make technically informed, objective judgments about contractor and government T&E Planning and results

# Other Duties of a CDT/T&E KLP

- **Roles and Responsibilities:**

- Chair T&E Working Integrated Product Team (WIPT)
- Develop T&E Strategy
- Oversee T&E Master Plan (TEMP)
- Support Acquisition Documentation
- Maintain and Track T&E Deficiency Report (DR)
- Implement T&E Best Practices (e.g., Integrated Testing, Modeling & Simulation (M&S), Live Fire T&E Processes, etc.)
- Coordinate with Broad Set of T&E Stakeholders

- **Qualifications:**

- KLP Q-Boards is intended to improve standardization of qualifications for these and other KLP key positions across the Services

“The selection of qualified personnel to fill KLPs is essential for the organization and the individuals filling these highly demanding positions.”

Mr. F. Kendall, Key Leadership Positions and Qualification Criteria Memo



# Value Proposition



# Why KLP Q-Board Process?

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- **Career Development**
- **Shows Expertise**
- **Conveys Commitment**

# Why KLP Q-Board Process?

## **Career Development**

- Self improvement
- Differentiation among test professionals
- Increased visibility
- Portability



# Why KLP Q-Board Process?

## **Shows Expertise**

- Knowledge, Skills, and Abilities (KSAs)
- Reflection of quality level in knowledge and performance
- Shows areas of meeting and exceeding qualification criteria



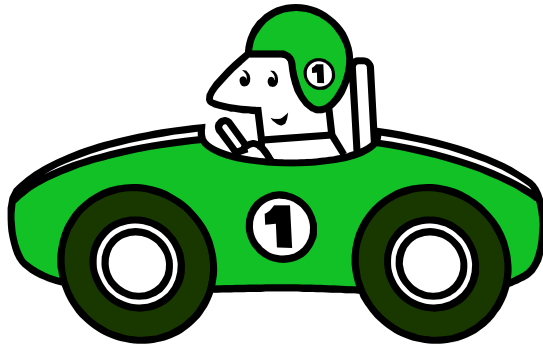
# Why KLP Q-Board Process?

## Conveys Commitment

- Currency in T&E Profession
- Dedication to becoming T&E KLP
- Professionalism



# Analogy



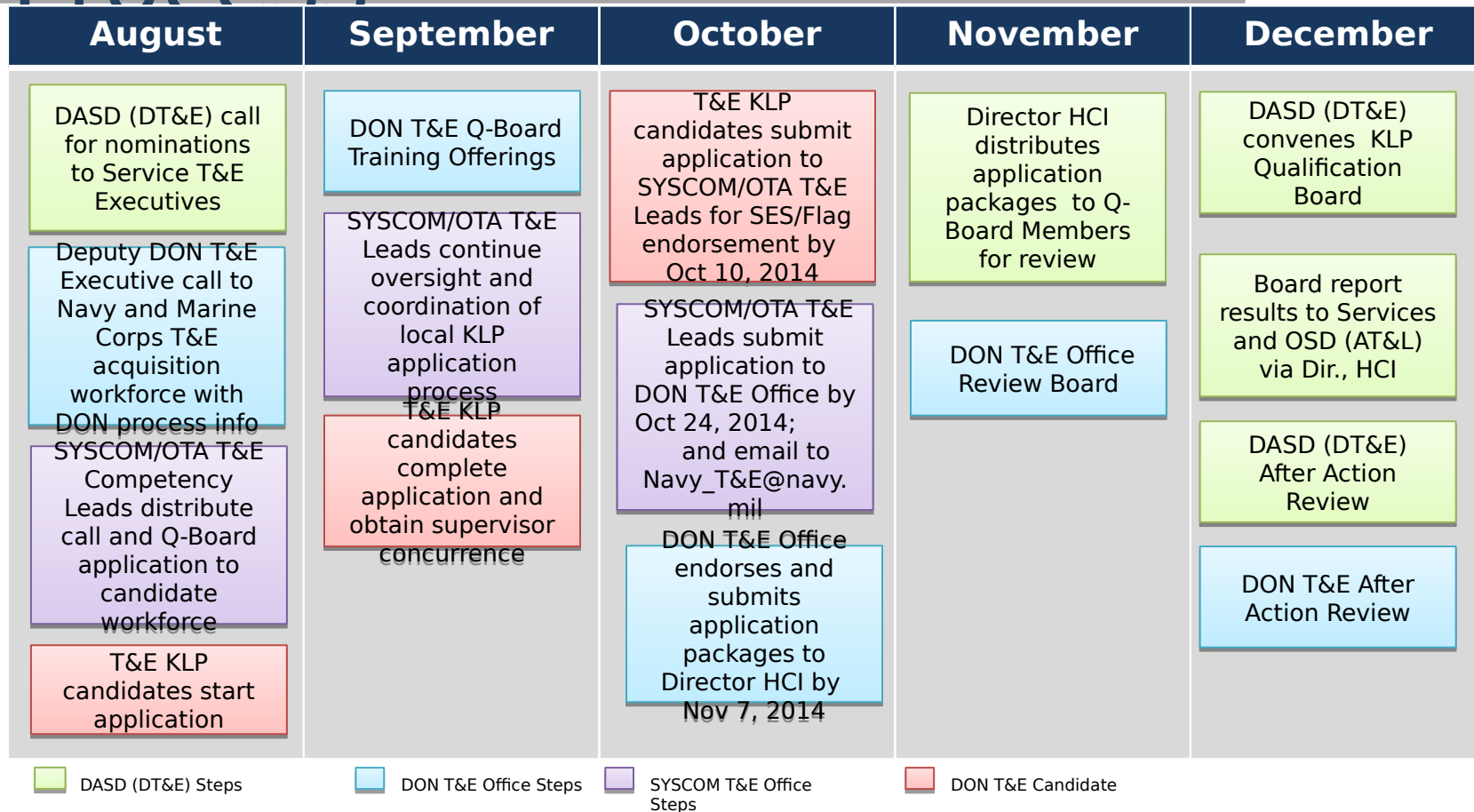
Quality

Certified

Choice

**Certified or not: It's the buyer's choice, but certification provides quality assurance and mitigates risk.**

# Overview of DON Application Process



- Q-Board and Submission Process Timing
- Standard Operating Procedure for Board Execution
- Use KLP Q-Board Application and Instructions
- Post Board- selection notification and feedback reported through Command/Activity

# DON Timeline and Key Events

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- August 7, 2014 – DASD (DT&E) call for candidates.
- August 11, 2014 – Deputy DON T&E Executive call for DON T&E candidates.
- October 10, 2014 – Candidates submit completed package with supervisor signature to Command/Activity T&E Lead/POC (see table below).
- October 24, 2014 – Command/Activity T&E Competency Lead (SES/Flag/Director) endorse and submit applications to DON T&E Office at Navy\_T&E@navy.mil.
- November 7, 2014 – DON T&E Office endorses and submits applications to Director, Human Capital Initiatives for Joint Qualification Board consideration.
- December 9, 2014 – DASD (DT&E) convenes Joint Qualification Board.
- December 2014/January 2015 – KLP Qualification Board results reported to USD (AT&L) and Services.
- December 2014/January 2015 – DON T&E Office provides Board results to Command/Activity T&E Lead/POCs for distribution to applicants.



# Q-Board Roles and Responsibilities

Participant	Roles and Responsibilities
OSD Functional Leader (DASD DT&E)	<ul style="list-style-type: none"><li>• Chair Qualification Board</li><li>• Establish Functional Specific Requirements for Qualification</li><li>• Sign Announcement and Call for Nominations Memos</li></ul>
Component Functional Leads (Deputy DON T&E Executive, DACM)	<ul style="list-style-type: none"><li>• Member of Qualification Board</li><li>• Oversee Component Application Process</li><li>• Distribute Call for Nominations</li><li>• Collect, Review and Submit Candidate Packages to OSD</li></ul>
Command/Activity Functional Lead (SES/Flag/Director)	<ul style="list-style-type: none"><li>• Sign Candidate package at SES/Flag level</li><li>• Endorse the candidate</li><li>• Submit Candidate Applications to DON T&amp;E Office at Navy_T&amp;E@navy.mil</li></ul>
Candidate Supervisor	<ul style="list-style-type: none"><li>• Collect and Review Candidate Application</li><li>• Provide Concurrence on the Application</li><li>• Submit Candidate Applications to Command/Activity T&amp;E Functional Lead for SES/Flag/Director endorsement</li></ul>
Candidate	<ul style="list-style-type: none"><li>• Complete Application Package in Accordance</li></ul>

# Application

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## **Section 1.0 KLP Command Cross Functional Requirements**

# Application - Sections 1.1-1.2

## Education/Certification/Training & Currency/Tenure

### SECTION 1: KLP COMMON CROSS-FUNCTIONAL REQUIREMENTS

#### Section 1.1.: Education, Certification, and Training Requirements

Enter information in the appropriate box						
Education		Degree		Field of Study		School
	Bachelor's Degree					
	Relevant Advanced Degree (Preferred)					
	Intermediate / Senior / Executive School Certificate (Preferred)					
DAWIA Certification	DAWIA Certifications in (mark all appropriate career fields and certification level obtained)		Auditing		Business-CE	Business-FM
			Contracting		Engineering	Facilities Engineering
			Industrial Property		Information Technology	Life Cycle Logistics
			PQM		Program Management	Purchasing
			S&TM		Test & Evaluation	

#### Section 1.2.: Currency and Tenure Requirements

Mark the box to indicate that you meet the following requirements	
<input type="checkbox"/>	I am current or on track to meet currency requirements (80 hours of continuous learning points every 2 years)
<input type="checkbox"/>	I acknowledge the requirement for a tenure agreement. (Those persons selected to fill KLPs must sign a 3-year tenure agreement. Being identified for the KLP Candidate pool does not require a tenure agreement.)

### Section 1.1: Education, Certification, and Training Requirements

- **Education** - Minimum of BS Degree in Scientific or Technical Field
- **Certification** - DAWIA T&E Level III Certified

### Section 1.2: Currency and Tenure Requirements

- **Currency** - 80 Hours of Continuous Learning Points Every 2 Years
- **Tenure** (Acknowledgement Only) - 3 Year Agreement

# Application - Sections 1.3-1.4

## Experience Requirements & Prior ID by KLP Q-Board

### Section 1.3.: Experience Requirements

Mark the box to indicate that you meet the following requirements			
<input type="checkbox"/>	I am in a GS-14/GS-15 or O-5/O-6 or higher position	<input type="checkbox"/>	I participated in cross-functional and broadening assignments/rotations
<input type="checkbox"/>	I served 2 years as a functional mentor (minimum 10 hours per year)	<input type="checkbox"/>	I have 8 years of acquisition experience, or equivalent demonstrated proficiency -- OR -- For ACAT II PM or ACAT I DPM positions, I have 6 years of acquisition experience.

### Section 1.4.: Prior Identification as a KLP Candidate

Mark the boxes of any career field Qualification Boards that have already deemed you qualified as a KLP*					
<input type="checkbox"/>	Business – Cost Estimating	<input type="checkbox"/>	Business – Financial Management	<input type="checkbox"/>	Contracting
<input type="checkbox"/>	Engineering	<input type="checkbox"/>	Information Technology	<input type="checkbox"/>	Life Cycle Logistics
<input type="checkbox"/>	Program Management	<input type="checkbox"/>	Production, Quality and Manufacturing	<input type="checkbox"/>	Test and Evaluation

\* HCI will validate your qualification prior to acceptance of this application.

### Section 1.3: Experience Requirements

- Minimum 8 Years Acquisition Experience
- Minimum 2 Years T&E Level III Experience

### Section 1.4: Prior Identification as a KLP Candidate

- For Candidates who have previously been deemed qualified by another KLP Qualification Board, mark the specific career field box(es) in which qualified.

# Application - Section 1.5

## Executive Leadership

### Section 1.5.: Executive Leadership

This section should highlight your **Executive Leadership** experience across all acquisition career fields addressing some or all of the competencies defined in the *Instructions for Completing a Key Leadership Position Qualification Board Application*.

*Enter your work experience/evidence of requirement fulfillment in the box immediately below each requirement. Responses are limited to 500 characters or fewer per requirement.*

Describe your experience in applying **Fundamental Leadership Skills**.

Describe your experience **Leading Change and Leading People**.

Describe your experience with taking a **Results Driven approach and Building Coalitions**.

Describe your **Business Acumen and Enterprise-Wide Perspective**.

### Executive Leadership: Fundamental Leadership Skills, Leading Change/People, Results Drive/Building Coalitions, Business Acumen and Enterprise Approach

- For each grouping, address all or some of the elements.
- Responses may include experiences gained from multiple programs & work assignments

# Fundamental Leadership Skills

**These skills are the  
foundation for success in  
each of the competencies**

## **Areas of Competency to Consider**

- Interpersonal Skills
- Oral Communication
- Integrity/Honesty
- Written Communication
- Continual Learning

# Factors to Consider in Your Application Response: Fundamental Leadership Skills

## Interpersonal Skills

- ▣ Treats others with courtesy, sensitivity, and respect.
- ▣ Considers and responds appropriately to the needs and feelings of different people in different situations.

## Oral Communication

- ▣ Makes clear and convincing oral presentations.
- ▣ Listens effectively; clarifies information as needed.

## Integrity/Honesty

- ▣ Behaves in an honest, fair, and ethical manner.
- ▣ Shows consistency in words and actions. Models high standards of ethics.

## Written Communication

- ▣ Writes in a clear, concise, organized, and convincing manner for the intended audience.

## Continual Learning Public Service

## Motivation

- ▣ Assesses and recognizes own strengths and weaknesses; pursues self-development.
- ▣ Shows a commitment to serve the public.
- ▣ Ensures that actions meet public needs
- ▣ Aligns organizational objectives and practices with public interests.

# Leading Change/Leading People

## ***Leading Change:***

The ability to bring about strategic change, both within and outside the organization, to meet organizational goals. This competency requires the ability to establish an organizational vision and to implement it in a continuously changing environment.

## ***Leading People:***

The ability to lead people toward meeting the organization's vision, mission, and goals. This competency addresses the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts

## **Areas of Competency to Consider**

- Creativity and Innovation
- External Awareness
- Flexibility
- Resilience
- Strategic Thinking
- Vision
- Conflict Management
- Leveraging Diversity
- Developing Others
- Team Building



# Factors to Consider in Your Application Response: Leading Change

## Creativity & Innovation

- Develops new insights into situations. - Questions conventional approaches.
- Encourages new ideas/innovations.

## External Awareness

- Designs and implements new or cutting edge
- Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views.
- Remains aware of the organization's impact on the external

## Flexibility

- Is open to change and new information.
- Rapidly adapts to new information, changing conditions, or unexpected obstacles.

## Resilience

- Deals effectively with pressure.
- Remains optimistic and persistent, even under adversity.
- Recovers quickly from setbacks.

## Strategic Thinking

- Formulates objectives and priorities.
- Implements plans consistent with long-term interests of the organization in a global environment.
- Capitalizes on opportunities and manages risks.

## Vision

- Takes a long-term view and builds a shared vision with others.
- Acts as a catalyst for organizational change.
- Influences others to translate vision into action.

# Factors to Consider in Your Application Response: Leading People

## Conflict Management

- Encourages creative tension and differences of opinions.
- Anticipates and takes steps to prevent counter-productive confrontations.
- Manages and resolves conflicts and disagreements in a constructive manner.

## Leveraging Diversity

- Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

## Developing Others

- Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

## Team Building

- Inspires and fosters team commitment, spirit, pride, and trust.
- Facilitates cooperation and motivates team members to accomplish group goals.

# Results Driven/Building Coalitions

## ***Results Driven:***

The ability to meet organizational goals and customer expectations. This competency requires the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

## ***Building Coalitions:***

The ability to build coalitions to achieve goals internally and with:

- Federal agencies
- State and local governments
- nonprofit and private sector orgs

- foreign governments  
- international organizations  
to achieve common goals.

## **Areas of Competency to Consider**

- Accountability
- Customer Service
- Decisiveness
- Entrepreneurship
- Problem Solving
- Technical Credibility
- Political Savvy
- Partnering
- Influencing/Negotiation

# Factors to Consider in Your Application Response: Results Driven

## Accountability

- ▣ Holds self and others accountable for measurable high-quality, timely, and cost-effective results.
- ▣ Determines objectives, sets priorities, and delegates work.
- ▣ Accepts responsibility for mistakes.
- ▣ Complies with established control systems and rules.

## Customer Service

- ▣ Anticipates and meets the needs of both internal and external customers.
- ▣ Delivers high-quality products and services.
- ▣ Commits to continuous improvement

## Decisiveness

- ▣ Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences.
- ▣ Perceives the impact and implications of decisions.

## Entrepreneurship

- ▣ Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services.
- ▣ Takes calculated risks to accomplish organizational objectives

## Problem Solving

- ▣ Identifies and analyzes problems. - Makes recommendations.
- ▣ Weighs relevance and accuracy of information; generates and evaluates alternative solutions

## Technical Credibility

- ▣ Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

# Factors to Consider in Your Application Response: Building Coalitions

## Partnering

- Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.

## Political Savvy

- Identifies the internal and external politics that impact the work of the organization.
- Perceives organizational and political reality and acts accordingly.

## Influencing / Negotiating

- Persuades others.
- Builds consensus through give and take.
- Gains cooperation from others to obtain information and accomplish goals.

# Business Acumen & Enterprise-Wide Perspective

## ***Business Acumen:***

The ability to manage human, financial, and information resources strategically.

## ***Enterprise-wide Perspective:***

The ability to keep a broad view on overall Mission and the ultimate customer.

## **Areas of Competency**

- Financial Management
- Human Capital Management
- Technology Management
- Computer Literacy
- National Security
  - ▢ Foundation
  - ▢ Environment
  - ▢ Strategy
- Joint Perspective
  - ▢ Mission Orientation

# Factors to Consider in Your Application Response: Business Acumen

## Financial Management

- ▣ Understands the organization's financial processes.
- ▣ Prepares, justifies, and administers the program budget.
- ▣ Oversees procurement and contracting to achieve desired results.
- ▣ Monitors expenditures and uses cost-benefit thinking to set

## Human Capital Management

- ▣ Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs.
- ▣ Ensures that employees are appropriately recruited, selected, appraised, and rewarded.
- ▣ Takes action to address performance problems.
- ▣ Manages a multi-sector workforce and a variety of work situations.

## Technology Management

- ▣ Keeps up-to-date on technological developments.
- ▣ Makes effective use of technology to achieve results.
- ▣ Ensures access to and security of technology systems.

# Factors to Consider in Your Application Response: Enterprise-Wide Perspective

## National Security

- Foundation
- Environment
- Strategy

## Joint Perspective

- Mission Orientation
- DoD Mission and Culture
- DoD Corporate Perspective
- National Defense Integration
- Global Perspective



# Application - Section 1.6

## Cross Functional Competencies

### Section 1.6.: Cross-Functional Competencies

This section focuses on your broader experience, not limited to the career field for which you are applying for KLP Qualification. (Section 2 will focus directly on your specific career field.) Highlight your experience in and with other acquisition career fields addressing some or all of the competencies defined in the *Instructions for Completing a Key Leadership Position Qualification Board Application*.

*Enter your work experience/evidence of requirement fulfillment in the box immediately below each requirement. Responses are limited to 1000 characters or fewer per requirement.*

Describe your experience in Program Execution.

Describe your experience in Technical Management.

Describe your experience in Business Management.

**Program Execution**: Discuss your program experience covering different aspects of the acquisition process (e.g. integration, engineering, T&E, quality assurance, etc.)

**Technical Management**: Organization, governance, and effective application of current technology, acquisition practices, design, and security considerations

**Business Management**: Program oversight, achieving best value

# Application

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## **Section 2.0 CDT Specific Requirements**

# Application - Sections 2.1 & 2.2

## CDT Experience Requirements & General Summary

### Section 2.1.: Chief Developmental Tester Specific Experience Requirements

Mark the box to indicate that you meet the following requirement

	I have held Level III T&E Certification for at least 2 years.
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## Section 2.2.: General Background Summary

*Provide a brief summary of your background. Response is limited to 750 characters or fewer.*

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## Chief Developmental Tester Specific Experience Requirements

- Section 2 focuses on T&E and technical experience in the full acquisition life cycle support in T&E: Planning, Preparation, Execution, Analysis, Evaluation, and Reporting.
- Focus specifically on the critical functional knowledge, skills, abilities and experiences needed for a specific functional leadership role.

# Application - Sections 2.3

## CDT Technical Management

### Section 2.3.: Chief Developmental Tester Technical Management

*Enter your work experience/evidence of requirement fulfillment in the box immediately below each requirement. Responses are limited to 500 characters or fewer per requirement.*

Describe your experience in T&E Planning.

Describe your experience in Coordination of T&E Activities and Events and Test Infrastructure.

Describe your experience in T&E Risk Identification and Management.

Describe your experience in Scientific Test and Analysis Techniques.

**See Reference Section:  
DOD T&E Workforce  
Competency Model**

### CDT Technical Management Skills

- T&E Planning
- Coordination of T&E Activities and Events and Test Infrastructure
- T&E Risk Identification and Management
- Scientific Test and Analysis Techniques

# Application - Sections 2.4

## CDT Program Execution

### Section 2.4.: Chief Developmental Tester Program Execution

*Enter your work experience/evidence of requirement fulfillment in the box immediately below each requirement. Responses are limited to 500 characters or fewer per requirement.*

Describe your experience with Test Readiness.

Describe your experience in Participation in Technical Reviews.

Describe your experience with Key T&E Documentation including development and execution of a TEMP.

Describe your experience in Test Control Management.

Describe your experience in Data Management.

Describe your experience in Data Verification and Validation.









Describe your experience in Determination of Test Adequacy.

Describe your experience in Validation of Test Results.

Describe your experience in Evaluation and Conclusions.

**See Reference Section:  
DOD T&E Workforce  
Competency Model**

## CDT Program Execution

- Describe your experience and superior knowledge in the full Acquisition life cycle supporting T&E programs
- Specifically address:
  -  Test Readiness
  -  Participation in Technical Reviews
  -  Key T&E Docs (TEMP)
  -  Test Control Management
  -  Data Management
  -  Data Verification and Validation
  -  Determination of Test Adequacy
  -  Validation of Test

# Application - Sections 2.5

## CDT Business Management


### Section 2.5.: Chief Developmental Tester Business Management

*Enter your work experience/evidence of requirement fulfillment in the box immediately below the requirement.  
Responses are limited to 500 characters or fewer per requirement.*

Describe your experience in T&E Cost Estimating and Management.

**See Reference Section:  
DOD T&E Workforce  
Competency Model**

### Execution And Business Management Skills

- Describe your experience and superior knowledge in the full Acquisition life cycle supporting T&E programs
- Specifically:
  -  T&E Cost Estimating and Management

# Application

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## **Section 3.0 Application Certification and Endorsement**

# Applicant Certification, Supervisor Concurrence & SES/Flag Endorsement

## Applicant Certification

I certify that I have accurately represented my experience and knowledge in this application for consideration in the Key Leadership Position qualification pool.

## Supervisor Concurrence

I concur that the applicant has represented their technical competence in the experience and knowledge stated in this application. I have supervised this applicant for      years and      months.

## Senior Executive Service/Flag Officer/General Officer Endorsement

I endorse the applicant as a candidate for the Key Leadership Position Qualification Board.

<b>Name</b>	<b>Title</b>	<b>Date</b>
<b>Endorser E-Mail</b>	<b>Endorser Phone</b>	

## Application Certification and Endorsement

- The application requires three signatures: the candidate, your supervisor, and your SES/Flag
- Signatures may be captured one of two ways: Digital Signatures (Preferred) or Printed with physical signatures and scanned (PDF)



# Command/Activity T&E POCs

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- Command/Activity T&E Leads/POCs have a role in the process
- Will work alongside candidates
- Will coordinate T&E SES/Flag/Director endorsements on applications
- Will forward completed application to DON T&E Office at [Navy\\_T&E@navy.mil](mailto:Navy_T&E@navy.mil)
- We encourage your communication with them

# You Are in the Pool...Now What?

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- **Your responsibilities**
  - Communication
  - Individual training plan
  - Seek opportunities
- **Staying qualified**
  - Continuing education
  - Maintain currency through Continuous Learning Points (CLPs)
- **Consideration for future positions**
  - Leverage network
  - Maintain contact with Command/Activity T&E Lead/POC

# Grandfathered CDT...Now What?

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- **Your responsibilities as an incumbent CDT**
  - Qualification by 30 June 2015, if needed
  - Do not require Q-Board process
  - Individual Training Plan
- **Staying qualified**
  - Continuing education
  - Maintain currency through Continuous Learning Points (CLPs)
- **Consideration for future positions**
  - Leverage network
  - Maintain contact with Command/Activity Lead/POC

# Closing Thoughts on KLP Q-Boards

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- Intended to be of benefit and value-add for personnel in DON and DOD
- Provides standardized data to hiring managers
- Supports career growth and positive impact for organization
- Potential candidates need to step into the process, if interested and if well qualified

# Additional Questions?



- First contact your Command/Activity T&E Lead/POC
- Or if needed contact:
  - DON T&E Office, DASN (RDT&E) at 571-256-7891, [Navy\\_T&E@navy.mil](mailto:Navy_T&E@navy.mil)
  - DON DACM at [dacm.desk.fct@navy.mil](mailto:dacm.desk.fct@navy.mil)

Submit T&E KLP Q-Board Applications to [Navy\\_T&E@navy.mil](mailto:Navy_T&E@navy.mil)

# Reference Section

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- Provided for information and use



# DOD T&E Workforce Competency Model

**DOD T&E Workforce Competency Model (June 7, 2013)**

Units of Competence	Competencies	Competency Elements
Planning	Competency 1. Risk Identification	<b>Element 1.</b> Identify T&E risk factors (e.g., lack of available time, money, test articles/platforms, new technology, test expertise, external SMEs, test facilities, product maturity that includes hardware/ software) based upon likelihood and consequence of occurrence to test strategy/approach and impact to the overall program plan and schedule along with mitigation recommendations.
		<b>Element 2.</b> Develop risk mitigation for T&E risk factors in accordance with the processes and procedures found in the Department of Defense Risk Management Guide to cover system risk elements throughout the test program.
		<b>Element 3.</b> Support Program Management Office's development of a risk management plan with T&E relevant risks and mitigation plans that enable a balanced plan for a program.
	Competency 2. Capabilities Assessment	<b>Element 4.</b> Translate requirements documents (e.g. Technology Development Strategy, Initial Capabilities Document, Capability Development Document, Capability Production Document, Program Protection Plan, Information Assurance Strategy, Information Support Plan, System Threat Assessment Report, Environmental, Safety and Occupational Health and concept of employment/operation) to identify evaluation criteria to support T&E planning efforts.
		<b>Element 5.</b> Assess whether the capability requirements are well defined so as to measure in test and are relevant to the operational mission.
		<b>Element 6.</b> Determine data requirements to assess evaluation criteria for assessing the system performance requirements, (e.g. identify Critical Technical Parameters, software maturity levels, Measures of Effectiveness, Measures of Suitability) to support evaluation of Critical Operational Issues, Key Performance Parameters, and Key System Attributes.
		<b>Element 7.</b> Determine necessary T&E infrastructure requirements (people/ knowledge, cybersecurity teams, funding, investments, budgets, T&E processes, facilities/ranges, cyber ranges, instrumentation and associated support, Software Systems Integration Labs, Modeling & Simulation) and identify shortfalls that will require investments to meet T&E infrastructure sufficiency.
	Competency 3. Program T&E Strategy Development	<b>Element 8.</b> Incorporate all policies, practices and procedures with the technical requirements of a program to develop and document a T&E strategy that supports the program's acquisition strategy. Utilize the full spectrum of the integrated testing process in the T&E strategy. Identify how the following components fit together during systems development: CT, DT, OT, and LFT. Identify where environmental, interoperability, cybersecurity, and mission-level testing should fit into system development. Determine the appropriate criteria for evaluating OT parameters (Effectiveness, Suitability, and Survivability) and LFT&E parameters (Lethality and Vulnerability).

Units of Competence	Competencies	Competency Elements
Preparation		<b>Element 9.</b> Develop and document the test and evaluation strategy that integrates policy, program requirements, cost and resource estimates, evaluation framework and the T&E schedule to accomplish program goals. Use appropriate contracting strategies to maximize the efficient use of human capital and other resources.
		<b>Element 10.</b> Identify all organizations and activities that have roles and responsibilities in providing for or overseeing the T&E strategy that supports a program's acquisition life cycle or a system-of-systems' acquisition life cycle.
		<b>Element 11.</b> Identify and organize the T&E management forum (e.g., T&E Working-level Integrated Product Team, Integrated Test Team, Combined Test Team) necessary to address all the T&E issues and documentation to support the test and evaluation strategy, approach, and the overall program plan.
	Competency 4. Test Cost Estimating	<b>Element 12.</b> Translate the T&E strategy into the appropriate test document (e.g., Test and Evaluation Master Plan (TEMP), Developmental Test Plans, and Operational Test Plans) including identification of all the required resources to ensure the strategy is executable and supports the systems engineering plan and overall Acquisition Strategy.
		<b>Element 13.</b> Provide financial cost estimates for T&E support to ensure T&E resources are available during development and production of the system lifecycle.
	Competency 5. Coordination of T&E Activities and Events	<b>Element 14.</b> Interact with all organization/activities that require information/ activity exchange to successfully complete the test planning as enumerated in the T&E strategy contained in the Test and Evaluation Master Plan.
		<b>Element 15.</b> Continually coordinate and monitor availability of required test and/or evaluation resources to identify any potential resource problem/issue (e.g., troop deployment, range closure, required test configurations may slip, environmental certifications, requisite authorities to test/operate, blue team / red team availability) to ensure effective completion of test events. Determine how to protect the integrity of test data.
		<b>Element 16.</b> Execute tasking orders and funding streams to commit resources as requested, when and where required to complete T&E activities/event.
	Competency 6. Test Readiness	<b>Element 17.</b> Verify readiness of resources (e.g., facilities, trained operators, maintainers, externally acquired test teams (e.g. red, blue, etc.), and testers, properly configured test products/software/systems/platforms and instrumentation) for T&E program execution.
		<b>Element 18.</b> Ensure all required resources are deployed to the test site(s) as required and in sufficient time to provide for pre-test rehearsal(s), communications, and instrumentation checks.
		<b>Element 19.</b> Comply with and implement policies and procedures (e.g., safety, security, environmental) required to successfully conduct test activity/event. Investigate specific policies, procedures, and operational constraints for applicable test ranges to ensure compatibility during test operations.



# DOD T&E Workforce Competency Model, cont.

Units of Competence	Competencies	Competency Elements
		<b>Element 20.</b> Assess all T&E related factors (resources and product maturity including hardware/software) to determine system/test article readiness (e.g. Developmental Test Readiness Reviews, DT&E Assessments, and Operational Test Readiness Reviews) before the starting the test. Ensure adequate personnel are assigned to allow continual coverage for overlapping test events.
		<b>Element 21.</b> Plan, conduct, and report on Test Readiness Reviews.
Test Execution	Competency 7. Risk Management	<b>Element 22.</b> Manage test execution/risk mitigation factors (e.g. safety, schedule, resources, fault isolation and program priority) by adapting to real-time changes/challenges to advise Test Director in order to optimize test opportunity and coverage of key parameters/factors/conditions that have significant effect on operational performance.
		<b>Element 23.</b> Confirm data collection tools are valid, operators and maintainers are trained, Modeling and Simulation/Live Virtual Constructive (LVC) hardware and software tools are properly integrated, and system under test is configured as required to execute the test events/activities and collect required data.
	Competency 8. Test Control Management	<b>Element 24.</b> Confirm and monitor security and safety compliance (such as people and item/system under test) and environmental requirements constraints to protect resources and comply with established policies.
		<b>Element 25.</b> Develop, validate, rehearse, and execute tests in an organized fashion to facilitate identification of completed data suitable in form and format for analysis and evaluation.
		<b>Element 26.</b> Control the test schedule to complete scenarios and scripts within boundaries of test plan and to optimize collection of data to support evaluation objectives.
		<b>Element 27.</b> Verify all required and expected Raw Test Data (i.e. forms, electronic tapes, sensors, etc.) are secure, collected, documented and archived along with descriptions of data to assure completeness of data collected.
	Competency 9. Data Management	<b>Element 28.</b> Ensure validity of collected test data to meet test objectives in support of planned analysis and evaluation.
		<b>Element 29.</b> Distribute data per the data management plan for analysis of test results in support of the evaluation.
		<b>Element 30.</b> Translate outputs from test instrumentation systems, data acquisition system methods and formats, capabilities and operation to verify and validate test data set.
		<b>Element 31.</b> Identify gaps and variances in raw test data to determine data voids or outliers that may degrade analysis and evaluation.
Analysis	Competency 10. Data Verification and Validation	<b>Element 32.</b> Reduce, translate and analyze raw test data into organized and meaningful data products to support planned analysis, evaluation, and reporting.
		<b>Element 33.</b> Conduct data scoring to refine demonstrated test results (i.e. fly out, models, Reliability, Availability and Maintainability scoring conferences) to establish a complete data set of system, to include software performance.
	Competency 11. Data Reduction and Assimilation	<b>Element 34.</b> Align data to support specific test objectives in support of the planned analysis in support of the overall evaluation.

Units of Competence	Competencies	Competency Elements
Evaluation	Competency 12. Determination of Test Adequacy	<b>Element 35.</b> Confirm that the tests conducted support the stated test objectives (i.e. does the product satisfy system requirements) to ensure adequacy of the planned analysis and evaluation. Determine appropriate analysis and evaluation techniques to be incorporated in a system evaluation or a system-of-systems' evaluation.
		<b>Element 36.</b> Confirm that modeling and simulation met test objectives so as to augment test data and ensure adequacy of evaluation. Identify how accredited modeling and simulation (including the V&V process) should be used to supplement live test data.
		<b>Element 37.</b> Determine if the collected data are sufficient to accurately and completely support established measurability metrics (e.g. effectiveness, suitability, survivability, etc.).
		<b>Element 38.</b> Determine if the data collected via modeling and simulation tools are sufficient to adequately supplement data collected during live T&E to facilitate a credible evaluation of the system's (or system-of-systems') realistic survivability and lethality under combat conditions.
	Competency 13. Validation of Test Results	<b>Element 39.</b> Confirm that the collected test data can sufficiently and accurately support the evaluation framework in the approved Test & Evaluation Master Plan.
		<b>Element 40.</b> Relate test results and evaluation conclusions to performance specification and performance results to report on operational significance.
		<b>Element 41.</b> Assess how hardware/software components are brought together to function properly as required in capability documents and what its performance brings to the larger System of Systems designed to achieve required capability.
		<b>Element 42.</b> Determine and provide T&E input to all technical and programmatic reviews to support acquisition decision-making.
	Competency 14. Evaluative Conclusions	<b>Element 43.</b> Assess and document lessons learned on conduct of test data collection, analysis, and evaluation processes to ensure constant improvement of methods and processes.
		<b>Element 44.</b> Apply and/or adapt previous lessons learned from similar test activities/events.
Reporting	Competency 15. Technical Reviews	<b>Element 45.</b> Provide the required programmatic T&E reports and/or presentation (such as quick look analysis, test reports, analysis reports and evaluation reports) to capture test background, methodology, limitations, results, evaluation, and recommendations to support decision making.
	Competency 16. Lessons Learned	<b>Element 46.</b> Archive the data throughout the T&E planning, preparation T&E execution, analysis and evaluation phases to support future T&E efforts.
		<b>Element 47.</b> Anticipate and support the needs of both internal and external customers of the acquisition community.
	Competency 17. Documentation	<b>Element 48.</b> Deliver high quality T&E products/services and commit to continuous improvement.
		<b>Element 49.</b> Maintain currency on local, national and international T&E policies and trends that might affect the Department of Defense T&E acquisition community and associated stakeholders.
	Competency 18. Customer Service	
Professional	Competency 19. External Awareness	



# DOD T&E Workforce Competency Model, cont.

Units of Competence	Competencies	Competency Elements
		<b>Element 50.</b> Assess T&E impact on the external environment (e.g. social, political, economic) and end user.
		<b>Element 51.</b> Remain actively involved and partner with other elements in the acquisition process (e.g., systems engineering, information assurance).
	Competency 20. Flexibility	<b>Element 52.</b> Respond to changes and new information and rapidly adapt to changing circumstances impacting the test and evaluation strategy, approach, and overall plan.
	Competency 21. Communication	<b>Element 53.</b> Listen effectively and clarify information as needed.
		<b>Element 54.</b> Make clear and convincing oral presentations of technical data, analysis, and evaluation for the intended audience.
		<b>Element 55.</b> Write in a clear, concise, organized, and convincing manner for the intended audience.
	Competency 22. Technical Credibility	<b>Element 56.</b> Apply, and/or convey T&E principles, procedures, requirements, regulations, and policies related to specialized technical competencies and or needed by program decision-makers.
		<b>Element 57.</b> Pursue self-development to advance technical and management skill sets and prepare for future advancement and changing technologies.
		<b>Element 58.</b> Maintain currency of technical knowledge, skills, and certifications.
	Competency 23. Critical Thinking	<b>Element 59.</b> Independently and objectively anticipate, identify, analyze challenges/problems, weighing relevance and accuracy of information to affect solutions.
		<b>Element 60.</b> Generate and evaluate alternative T&E strategies and solutions.
	Competency 24. Professional Ethics	<b>Element 61.</b> Provide unbiased T&E results, analysis, and evaluation.
		<b>Element 62.</b> Exhibit personal conduct in accordance with Department of Defense ethical standards.
	Competency 25. Leadership and Management	<b>Element 63.</b> Hold self and others accountable for measurable, high quality, timely, and cost effective data, and unbiased test and evaluation results.
		<b>Element 64.</b> Determine objectives, sets priorities, delegates work to the right person/group, and monitors progress.
		<b>Element 65.</b> Accept responsibility for his/her team mistakes and shortfalls.
		<b>Element 66.</b> Make well-informed, effective and timely decisions, even when data are limited or solutions produce negative consequences.
		<b>Element 67.</b> Anticipate and articulate implications of decisions, test, and evaluation results.
		<b>Element 68.</b> Inspire and foster team building and partnering.
		<b>Element 69.</b> Provide the vision and strategic thinking and planning necessary to ensure all the necessary resources are leveraged to the extent possible and available when needed.